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ABSTRACT

During July and August 1975, an attitude survey was conducted in the predominantly black residential areas of Roxbury, Dorchester, Mattapan, and the South end of Boston with parents of children in the Boston public schools. The survey was conducted by staff at the Freedom House Institute for Schools and Education. The aim of the study was to identify concerns and service needs of black children and parents relative to school desegregation in Boston. This survey was conducted primarily through a system of telephone interviews. Over 200 black parents were surveyed. The survey questionnaire consisted of 14 questions, which fall into five categories: (1) general information, (2) parental assessments of Phase I desegregation, (3) perceived needs related to desegregation and the quality of service delivery in relation to those needs, (4) parental attitudes toward desegregation, and (5) interest of parents in the informational services and activities provided by the institute. The findings indicate widespread ambivalence among black parents about the strategies employed to desegregate the public schools, but an underlying belief that school desegregation as a principle should be adhered to. This study revealed the strength of the black community's commitment to desegregation. (Author/JM)

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FREEDOM HOUSE INSTITUTE FOR SCHOOLS AND EDUCATION

Report of a Survey on Desegregation Service Needs in Boston's Black Community

October, 1975

Freedom House, Inc.
14 Crawford St.
Roxbury, Mass. 02119

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FREEDOM HOUSE, INC.

FORWARD

This survey is one of a number of very conscious attempts to increase parental input into the planning and operation of community and school-based programs intended to improve educational opportunity for minority children.

The Board of Directors of Freedom House, Inc. and the staff of our Freedom House Institute on Schools and Education are very grateful to the over 200 parents who willingly participated in this survey. Our goal now is to work actively to see that those services which these parents have identified as needs are indeed provided to them and their children, and to assist them in becoming directly involved in the design of these services.

Cecile H. Gordon
President

Otto & Muriel Snowden
Co-Directors

Ellen Swepson Jackson, Director
Institute on Schools and Education

October, 1975

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I. INTRODUCTION

During the months of July and August, 1975, an attitude survey was conducted in the predominantly Black residential areas of Roxbury, Dorchester, Mattapan and the South End of Boston with parents of children in the Boston Public schools. The survey was conducted by staff at the Freedom House Institute for Schools and Education. The aim of the study was to identify concerns and service needs of Black children and parents relative to school desegregation in Boston. It was also determined that the information gathered from parents would assist the Institute and the Coordinated Social Services Council in planning for desegregation-related services for parents and students in preparation for Phase II desegregation. Over 200 Black parents were surveyed.

The survey was undertaken as a natural outgrowth of the programs and activities of the Freedom House Institute since February, 1974, when it was established as a special educational program of the Freedom House, Inc. The Institute was established as a community-based, black community-directed, project designed to develop and disseminate information about the operation of the Boston Public Schools and related educational resources. The Institute was conceived as a mechanism to approach one aspect of the many school-related problems Black parents encounter -- the lack of information about the operation of the public schools and lack of access to the sources of such information.

During those first months, from February, 1974, to the opening of school in September of 1974, the Institute was almost totally involved in preparations for the implementation of Phase I school desegregation. Institute staff and volunteers prepared and disseminated information for parents and students on the Phase I plan and provided numerous opportunities for community input and planning around Phase I. The Institute also created a Community Information Center to operate a rumor control and emergency assistance telephone system with hook-ins to the Mayor's Office, School Department, Police Department and other educational information agencies when school opened in the Fall. Under the Community Information Center, a telephone "hotline" system provided information and referral, with the assistance of a variety of social service agencies and organizations, for legal services, transportation, child care, counseling, student advocacy, crisis intervention services and community security patrols. Through operation of the hotline, it became apparent to all staff and volunteers involved that there was a great demand for services to children and families in relation to school desegregation. As a result, during October, 1974, agencies which had cooperated during the early weeks of school in providing largely crisis intervention in relation to desegregation came together to form the Coordinated Social Services Council. The Council is composed of a group of over 40 members with a purpose to address service needs of

families affected by desegregation in a coordinated fashion throughout the Phase I school year and to plan for Phase II.*

Planning Services Related to Desegregation

The Freedom House Institute and the Coordinated Social Services Council are now preparing an expanded and restructured program for the Phase II school year and a vital element of this year's planning effort will be the setting of program priorities based on findings from the attitude survey of parents.

In addition, Council members have determined that information from the survey relating to parental attitudes and concerns on desegregation will be important to their agencies because if they are to serve the community effectively, they must be responsive to parental feelings and attitudes in relation to the emotion-laden issue of desegregation and busing. Furthermore, agencies such as the Freedom House Institute are frequently called upon to provide information to the media regarding the attitudes of the Black community on desegregation issues, and data gained from the survey will allow Institute personnel to give assessments of community attitudes on the basis of data collected in the very community affected.

II. METHODOLOGY

This survey was conducted primarily through a system of telephone interviews.

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*A listing of the agencies represented on the Council is attached in the Appendix of this report.

A. SURVEY OBJECTIVES

There were two key objectives which guided the survey design and procedure: 1) To assess service needs of students and parents in connection with Phase I School Desegregation and 2) To determine how parents felt about last year's experience under Phase I, what they anticipated under Phase II, and their feelings about school desegregation generally.

B. THE SURVEY SAMPLE

It was decided that a sample of 200 persons would be appropriate for purposes of the survey. The sample was developed from the construction of a list of Black parents. This list was generated from interviews with social agency personnel in the Roxbury-Dorchester-Mattapan-South End sections of Boston. Sixty percent of the names of parents to be interviewed was secured from the social agencies. The remaining forty percent of the names was secured from the Freedom House Institute files and through a randomized selection of names from the Boston Telephone directory of persons located in Roxbury, the South End, Dorchester and Mattapan neighborhoods. From this procedure, a total of 400 names was compiled onto a master list. From this total, a sample of 208 persons was derived. This number was arrived at primarily because of a time frame set for conducting the survey. It was decided that the telephone interviews would be completed on August 15, 1975, and at least 200 families should be surveyed by that time.

Therefore, at the close of the office day on the 15th, 208 persons had been interviewed.

Of the total 208 parents interviewed, all were Black. The large majority of respondents were female, mothers of the children at home during the school day. There was an average of 3 school-age children per household surveyed.

It should also be noted that in identifying interviewees for the survey, an attempt was made to include Black parents from as many residential districts within the City of Boston and as many districts within the Boston school system as possible to ensure a representative sample of opinion. We were successful in interviewing parents from all the neighborhoods with predominantly black populations. All districts within the Boston school system were covered with the largest number of interviews conducted in community school district 6 (N. Dorchester/South Boston) and District 9 (Mattapan/Hyde Park). Cross references were also made of residential districts and the community school districts to which children were assigned. These charts are on file at the Freedom House Institute.

C. COLLECTION OF DATA

The Survey Procedure

Selected staff of the Institute held several meetings with service research consultant to discuss the aim of the survey and

the calls into the Community Information Center regarding services. It was from these requests for service that the idea for a survey was conceived. It was decided, after careful assessment of manpower and resources that telephone interviewing would be the most appropriate and useful method of gathering the information sought under the purpose of the survey. It was decided, however, that some door-to-door interviews would be conducted in the neighborhood close to Freedom House. This staff group formulated a number of possible questions which might be utilized for a survey. From these brainstorming sessions a questionnaire was devised.

Pre-Test of Questionnaire

An early questionnaire was designed and administered to six persons as a pre-test to determine the suitability of the interview instrument. These interviewees were drawn from the master list of parents. From this pre-test, several major changes were made in the format and content of the instrument.

The Telephone Questionnaire

The final questionnaire used for the survey consists of 14 questions. The majority of the questions are closed-ended, that is, they offer short-answers of Yes, No, etc. Some open-ended questions were included in order to allow respondents the opportunity to express their views in their own words regarding service needs and their feelings about school desegregation.*

*A copy of the survey questionnaire is contained in the Appendix of this report.

The questions fall into five categories:

(1) Questions 1 through 3 request general information about respondents and their children.

(2) Questions 4-6 deal with parental assessment of last year's Phase I desegregation experience.

(3) Questions 7 through 10 address perceived needs related to desegregation and the quality of service delivery in relation to those needs.

(4) Questions 11 and 14 deal with parental attitudes toward desegregation.

(5) Questions 12 and 13 assess interest of parents in the informational services and activities provided by the Institute.

Individual responses to the above questions have been coded and are recorded on face sheets attached to this report in the Appendix.

The Survey Procedure

The data was collected through the use of the structured telephone questionnaire described above. College students under the coordination of a graduate student in social work conducted most of the interviews. Some were conducted by Freedom House Institute staff. These interviews were all conducted during the day between 9 a.m. and 6 p.m. during the months of July and August, 1975. From the master list of 400 names discussed in connection with the survey sample, telephone calls were systematically made to each person on the list. As a name appeared on the list, a phone call was made. In cases where there was no answer, that name

was skipped and returned to later. Persons were deleted who were unwilling to participate or who turned out not to be parents with children in the Boston Public Schools. This procedure was utilized, with the addition of several door-to-door interviews, until a total of 208 interviews had been completed. Only ten (10) door-to-door interviews were completed because it was observed that this method of surveying parents was less productive than telephone interviewing. A major observation was that some parents seemed guarded and suspicious of the interview experience in the home environment with the interviewer present.

Limitations of the Survey

Although a pre-test was conducted, it was necessary to make further changes and additions to the questionnaire to further clarify for interviewees the meaning of certain questions and to elicit fuller responses from them. The following changes were made:

1. During the first week of the survey, Question 3 was changed from "Is there someone usually home during the daytime," to "Is there someone usually home during the daytime during the school year when your children get home." This question was made more specific so that parents could see more clearly its relevance in relation to a survey regarding the needs of school children. In its original, more general form, it aroused suspicions of some potential respondents.

2. An additional question was added after Question 4, "Were your children assigned to a new school last year under the Phase I desegregation plan?" The new question 4a, is "If your children were assigned to a new school last year under the Phase I plan, what school did they attend?" We added this question so that we could compare particular schools with respondents' evaluations of the Phase I experience.

3. Question 10 was changed from "What kind of help will you and your children need for school in September?" to "Can you think of any help we can offer you in September? Do you have any concerns or questions you want to raise?" This question was changed to stimulate parents to express their feelings about all types of problems and concerns that they have in relation to desegregation. Before the question was changed, parents responded specifically, in terms of needs of their children in the classroom. Since social service agencies who supported the survey provide a wide range of services, we were interested in the larger social service needs of parents and children.

4. Question 11, "As you know, Phase II of court-ordered desegregation will go into effect in September. How do you think Phase II will affect your children?" was expanded to clarify its meaning. The phrase was added, "Do you think desegregation will affect your children positively or negatively?"

5. A new question, Question 14, "Do you think desegregation of the Boston Public Schools through busing is worth it?" was added after several interviews had been completed, in order to find out what parents felt about desegregation in general. This question was not originally included because it was assumed that general attitudes would be apparent from responses to other questions, particularly, questions 10 and 11, which deal with concerns of parents in relation to desegregation and their expectations under Phase II. However, we found that it was necessary to add this question in order to more specifically determine parents' views toward desegregation.

III. INTERPRETATION OF DATA

The following represents summary findings of the data derived from the telephone interviews. A more detailed compilation of the information generated from these interviews is contained in Appendix D of this report.

In 208 households interviewed there were a total of 644 children reported. The number of children in families ranged from 1 to 9. The average number of children per household was 3.

Children were identified to have school assignments in all nine community school districts of the Boston system.

Of the households reporting someone home during the day, the mother was most often identified as that person.

Of the 208 households, over half (117) reported that their

children had been assigned to a new school under the Phase I Desegregation plan. Of those reporting new assignments for their children, a majority reported that school experiences under the new assignments were worse than previous years. Of the 117 households reporting new assignments, 83 of these households indicated that their children were bussed to the new schools.

Over half of the persons interviewed indicated that their children required some type of special assistance with school-related matters. In assessing satisfaction with assistance received, the largest category of respondents indicated that they received no help with school-related needs. The school principal was identified most often as the source which parents contacted for help on school needs.

When asked what kind of assistance was needed under Phase II Desegregation, the service most often identified was tutorial help. Interestingly, only 10 interviewees of the 208 indicated concern and requested assistance to ensure the physical safety of their children.

When asked how they thought the Phase II Desegregation Plan would affect their children, 85 of the 208 respondents felt the plan would negatively affect their children. One-third (67) of the respondents felt Phase II Desegregation would positively affect their children. A high number, one-fourth of the respondents (56) expressed uncertainty about the effects of Phase II

on their children.

The vast majority of respondents (191 of 208) indicated desire for more information on Phase II Desegregation. The majority of this number also indicated that they preferred this information mailed to them.

When asked if they had time to volunteer for community efforts aimed at parent education about the schools, the largest number of replies fell in the category of those who indicated no time to give to volunteer efforts. However, over one-third of the respondents did indicate that they had some time.

When questioned on whether desegregation in Boston through busing was worth it, more parents replied "yes" than in the categories of "no" or "don't know".

Correlations

We correlated the question where parents indicated school-related needs (Q-7) with the one in which parents indicated involvement of their children in Phase I (Q-4) to determine if there was an increase in needs as a result of desegregation and whether there was any difference in the types of needs identified by the two groups.

We found that a minority of those not involved in Phase I listed need for assistance (45%) while a majority of those involved in Phase I (63%) listed needs. In looking at types of needs, we found that both groups most often listed the need for assistance

with school work.

Incidentally, of those parents whose children were not involved in Phase I but listed needs, nearly all listed assistance with school work as the key area of need.

A cross check was run on question 14 with questions 4, 5a and 11. This procedure involved identification of 3 sub-groups of responses in relation to the question: "Do you feel that desegregation of Boston Public Schools through busing is worth it?"

Of the sub-group with children in Phase I (Q-4), a majority indicated desegregation through busing was worth it. Of respondents who indicated children's school experiences worse under Phase I than previous years (Q-5a), a majority of this sub-group indicated desegregation through busing is worth it. Of the parents who anticipated that their children would encounter problems under Phase II (Q-11), a majority of this sub-group supported school desegregation through busing.

IV. SURVEY CONCLUSIONS

Several conclusions have been drawn from this survey of Black parents in regard to their perceived service needs related to school desegregation and to their general feelings about school desegregation in Boston.

Desegregation-Related Service Needs and Adequacy of Services

In relation to the issue of desegregation-related services, we found large numbers of children with school-related service

needs under Phase I. A majority of parents surveyed indicated that their children had needs for school-related services. These parents listed a variety of needs, including: assistance with school work, assistance with relations between teachers and other students, after-school programs, and physical protection in travelling long distances from their residential neighborhoods to the school neighborhood. Of these needs identified, assistance with school work was the most frequently mentioned by respondents. In fact, this response was mentioned twice as frequently as the next listed response which was assistance in relationships with teachers or principals.

In assessing service needs, we divided the responses of the total sample into sub-groups -- those with children involved in Phase I desegregation and those with children not involved in Phase I desegregation. This was done to determine whether there was any difference between the two groups in the number of service needs listed and the types of need identified.

We found first of all, that of the two sub-groups. a larger proportion of the group with children involved in Phase I Desegregation expressed needs than of the group with children not involved in Phase I. This finding indicates that with a new school policy as radical as desegregation there must be a support system of services provided to children and their families.

Secondly, we found that there was a difference in the type

of needs identified. Of the respondents with children not involved in Phase I Desegregation, the primary concern of this group was for assistance with school work and few other types of assistance were listed. On the other hand, parents with children involved in Phase I, listed school work assistance as only one need. They also emphasized the need for assistance in relations with teachers, principals and pupil-to-pupil relations.

These findings indicate that desegregation increases the need for services perceived by parents of children involved. Further, they suggest that there is an increased need for assistance in the area of relationships with school personnel for themselves and for their children and for intergroup relations assistance among the student population affected. Supportive comments from respondents also revealed that since many students and school personnel are relating to others of different racial and ethnic backgrounds for the first time in the desegregation process, these situations create a demand for assistance in intergroup relations specifically related to race and culture.

In looking at whom parents contact when they have school-related needs, we found that approximately 80% (154 of 208) contact someone in the School Department while only about 10% contact community agencies. Further probing indicated that many parents are not aware of the kinds of school-related services that the various social service agencies in Boston offer. These respondents

also indicated a need for social service agencies to develop more effective outreach programs for their education-related services. Moreover, the survey revealed that approximately one-quarter of the parents made no contact at all to seek assistance in relation to school problems among their children.

In seeking whether parents considered their children's need for school-related services met during the last school year, we found that of the 115 respondents who expressed need for service, only 45 replied that they had received any assistance whatsoever. Since 92 or 80% of the 115 respondents contacted the Boston School Department for assistance, these figures clearly indicate a need for improvement in the Boston School Department's service delivery in the school districts surveyed. It also indicates the critical need for greater school-community agency communication and coordination of services. These findings also suggest the need for various community agencies in business to service families to expand their activities in the area of educational support programs, particularly during this critical desegregation period in Boston where the demand for services has been increased.

The survey also revealed that parents need and desire more information regarding desegregation, Phase II and related programs planned for improving educational opportunity and quality.

Parental Feelings Regarding Desegregation

In considering the views of Black parents regarding Phase I,

Phase II, and desegregation in general, we learned the following:

1. Regarding last year's Phase I experience, a slim majority of the parents with children directly involved felt their children had a worse experience than during previous school years. Of this group, a large number were assigned to middle and high schools in South Boston, the areaof the city where there was the greatest anti-busing sentiment and racial turmoil under Phase I. Parents who indicated that the school experience was worse related this assessment particularly to the racial tension and fear of white violent resistance. There was general concern within this group that angry whites, if not restrained by law enforcement, would in fact, harm their children.

2. Regarding the upcoming Phase II experience, the majority of parents who gave definite answers on their anticipations indicated that the experience would probably be negative. This group expressed greatest concern about the safety of their children in terms of resistance from white residents of the school neighborhoods, not operation of the buses as a safety factor. Of those who indicated uncertainty about the effects of Phase II, many had not been involved in Phase I and had not received notification from the School Department of the schools their children would be assigned to under Phase II. This group generally indicated, however, grave question as to whether or not desegregation would occur peacefully in the schools.

3. It is significant to note that in spite of the fact that those parents who recorded positive experiences under Phase I and those who anticipated the same under Phase II were in the minority, the majority of respondents in the sample indicated that they thought school desegregation was worth the effort. Of those who responded that school desegregation was worth the struggle in spite of resistance, many said they felt that quality of the Boston School System would be improved through desegregation. Others felt that desegregation was a matter of access, that children should be able to attend any school in Boston and that they should not be excluded on the basis of race from any district.

Of those parents who indicated that desegregation was <u>not</u> worth their children being subjected to white resistance in strange neighborhoods, several felt that desegregation endangered their children's physical safety and emotional development. They also commented that quality education should be provided in the schools in their own community and that it shouldn't be necessary to leave the community to secure quality education.

Of the respondents uncertain on the issue of desegregation, most were not involved in Phase I and had not yet experienced desegregation. Many of these parents expressed ambivalent feelings toward desegregation. They were also concerned about the physical dangers to their children. Yet, overall, they thought that desegregation would improve public education generally and give their

children a better chance in life.

In sum, these findings indicate widespread ambivalence among Black parents about the strategies employed to desegregate the public schools, but an underlying belief that school desegregation as a principle should be adherred to. This study revealed the strength of the Black community's commitment to desegregation. For even when the process of desegregation surfaces white resistance, disrupts the educational process, and even generates the threat of danger to Black children, the desire for equal educational opportunities through desegregation, like the desire for equal rights, appears a goal of Black parents.

This survey has merely scraped the surface of a great untapped resource in educational policy and program development ------ PARENTAL INPUT. The Institute staff hopes the results of this survey will influence more work in this area.

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Community Survey on Desegregation Service Needs

APPENDICES

A. The Telephone Questionnaire

B. Code Sheet for Questionnaire

C. Compilation of Responses By Question & Respondent

D. Interpretation of Data

E. Fact Sheet on Freedom House Institute for Schools and Education

APPENDIX A

COMMUNITY SURVEY ON DESEGREGATION SERVICE NEEDS

FREEDOM HOUSE
INSTITUTE FOR SCHOOLS AND EDUCATION
14 Crawford St., Roxbury, Mass. 02119

COMMUNITY SURVEY ON DESEGREGATION SERVICE NEEDS

Telephone Questionnaire

1. How many school-age children are there in your household?_____

   Ages of the children: _____

2. What school(s) will your child(ren) attend in September?_____

   _____

3. Is there someone usually home during the daytime? __Yes __No

   Are you that person? (Identify persons at home during the day:)

   __Mother __Father __Grandparent __Other (Specify: _____)

4. Were your children assigned to a new school last year under the Phase-I Desegregation Plan ? __Yes __No

5. Was this experience generally: __Similar to previous years

   Different

   If Different, How __OK __Worse __Better .

6. Were they bussed to the new school? __Yes __No

7. Last school year, did your child(ren) need help with:

   __School work __Relations with Teachers/Principals __Relations with Students

   __After school programs

8. Did you get any help with these needs? (Press for specifics, e.g. cause of problem and program provider) Comment:_____

   _____

9. Who do you uaually contact for information or help regarding school matters?_____

10. What kind of help will you or your children need for school in September?

Comment: (Press for identification of specific services needed)

_____

_____

11. As you know, Phase II of court-ordered Desegregation will go into effect in September. How do you think Phase II will affect your child(ren)? Comment: _____

_____

_____

_____

12. Would you like more information about Phase II? __Yes __No

If yes, How:

__To be mailed to you __By Telephone __Willings to Attend Meetings

13. Would you have any time to give to volunteer help with community efforts to see that parents are informed and that things go well with the schools in September?

__Yes __No __Don't know

Interviewee's Name _____

Address _____ Phone _____

Other Comments _____

_____

_____

_____ _____

Signature of Interviewer Date

APPENDIX B

CODE SHEET

CODE SHEET

QUESTIONS	RESPONSES
1	Absolute no. of children
2	Open
3	Yes = 1 - No = 2
3a	Mother = 1 - Father = 2 Grandparents = 3 - Other = 4
4	Yes = 1 - No = 2
4a	Open
5	S=Similar D=Different
5a	OK=1 - Worse=2 - Better=3
6	Yes=1 - No=2
7	School work=1 Relations with Teachers/Principals=2 Relations with other students=3 After school programs=4 No help needed=5
8	Open
9	Principal=1 Community Agency=2 School Department=3 Other=4 No one=5
10	Open
11	Open
12	Yes=1 - No=2
12a	Mail=1 - Telephone=2 - Meeting=3
13	Yes=1 - No=2 - Don't know=3
14	Yes=1 - No=2

APPENDIX C

COMPILATION OF RESPONSES BY QUESTION AND RESPONDENT

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
1	4	open	1	1	1	D	1	1	5	open	1	open	open	1	1	3	
2	8		1	1	1	D	2	1	2+4		2			1	1	1	
3	1		2		2				5		2			1	1	3	
4	4		1	1	1	D	2	1	2		2			1	1	1	
5	3		2		1	S		2	1		3			1	1	1	
6	2		2		2				1		3			1	1	1	
7	2		1	1	1	S		2	5		3			1	1+3	3	
8	7		2		2				5		3			1	1+3	1	
9	1		1	1	1	D	1	1	5		4			2	1	2	
10	1		1	1	1	D	2	1	1		2			1	3	3	
11	5		1	1	1	D	1	1	1		3			1	1	1	
12	1		1	3	1	D	1	1	5		4			1	1+3	1	

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
13	1	open	2		2	1			1	open	3	open	open	2	1	3	
14	6		1		1	2			1		3			1	1+3	3	
15	9		1	1+3	1	S		2	1		3			1	1+3	1	
16	5		1	1	1	D	2	2	2		3+1			1	1	1	
17	3		1	1	1	D	2	1	1		3			1	1	1	
18	2		1	1	1	D	2	1	5		1			1	1	3	
19	3		1	1	1	D	2	1	1		3			1	1	2	
20	5		2		1	S		1	5		1			2	1	1	
21	5		1	1	1	D	2	1	1		3			1	1	3	
22	2		2		1	D	2	2	2					1	1	1	
23	4		1	1	2				1+4		1			1	1	1	
24	1		2	-	2				5		3			1	1	3	

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
25	3	open	1	1	1	S		2	2	open	3	open	open	1	1	3	
26	1		2		2				5		2			1	1+3	1	
27	6		1	1	1	S		1	5		2			1	1+3	1	
28	6		1	1	1	D	1	1	5		1			1	1	2	
29	4		1	1	1	D	2	1	2		1			1	1	1	
30	1		2		1	D	2	1	5		3			1	1	3	
31	4		2		1	D	2	1	5		3			1	1+3	1	
32	4		1	1	1	S		1	2					1	3	1	
33	6		1	1	2				1		3			1	1+3	3	
34	4		1	1	1	S		1	5					1	1	3	
35	4		1	1	1	D	2	1	1					1	1+3	2	
36	4		1	1	1	D	2	1	3		3			1	1+3	2	
37	3		1	1	2				1		3			1	1	2	

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
38	9	open	1	1+3	1	D	2	1	2+3	open	3	open	open	1	1	3	
39	3		1	1+2	1	D	1	1	1+2					1	1	3	
40	3		1	1	2				5		3			2	1	3	
41	3		1	1	2				5					1	1	3	
42	4		1	1	1	S		1	1					1	1	3	
43	3		1	1	1	D	2	2	2		3			1	1+3	1	
44	7		1	1	2				4		3			1	1+3	3	
45	4		1	1	1	D	2	1	2		3			2	1	1	
46	4		1	1	1	S		2	5					1	1	3	
47	9		1	1	1	S		1	1		3			1	1	3	
48	4		1	1	2				1+2		3			1	1+3	1	
49	1		2		2				5		3			1	1+3	1	

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
51	2	open	1	1	1	D	2	2	1+2	open	3	open	open	1	1+3	1	
52	2		1	4	1	D	2	2	1+2		3			1	1+3	1	
53	3		1	1	2				5					2	1+3	3	
54	2		1	1	2				5					1	1+3	1	
55	4		1	1	2				5		3			1	1+3	3	
56	1		1	1	2				1					1	1+3	3	
57	3		1	1	2				1		3			1	1+3	3	
58	5		2		1	D	3	1	5					2	1	1	
59	4		2		1			1	5					2	1	3	
60	7		1	1	1	D	2	1	1					1	1	2	
61	2		1	1	1	D	1	2	5					1	1	1	
62	4		1	1	2				1		2			1	1+3	2	
63	1		1	2	2				5		4			1	1	2	

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14	
64	5	open	1	1	2			.	1	open	1	open	open	2	1	2		
65	7		1	1+3	2				1		3			1	1	2		
66	2		1	1	2				5		4			1	1	3		
67	1		1	1	2				5					2	1	3		
68	1		1	1	2				5					1	1+3	2		
69	2		2		2				1		3			1	1+3	2		
70	6		1	1	2				1		3			1	1+3	3		
71	2		1	1	2				1					1	1+2	1		
72	6		1	1	1	S		2	5		3			1	1+3	3		
73	2		1	1	1	S		2	1		3			1	1	3		
74	3		1	1	1	S		1	2		1			1	1	3		
75	3		1	1	1	S		2	4		1			1	1+3	1		

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
76	1	open	2		2				2	open	3	open	open	1	1	3	
77	2		2		1	D	2	1	1		3			1	1	3	1
78	4		1	1	1	D	2	2	1		3			1	1	3	1
79	2		1	4	2				5		2			1	1+3	3	1
80	3		2		1	D	2	1	2		3			1	1	3	2
81	2		1	2	1	D	2	2	5		3			1	1		3
82	2		2		1	S			2					1	1	3	
83	2		1	1	2				5					1	1+3	3	1
84	2		1	1	1	S	1	2	5		3			2	1	2	3
85	4		1	1	2				1		3			1	1	2	1
86	2		2		2				5		2			1	1+3	3	1
87	3		1	1	2				1		3			2	1	3	1

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
89	5	open	1	1	2				1	open	3	open	open	1	1	3	3
90	1		1	1	2				5		3			1	1	2	2
91	3		1	1	2				5		3			1	1	1	1
92	2		1	1	2				5					1	1	2	1
93	2		1	1	1	S		2	1+2+3		3			2	1	3	1
94	3		1	1	2				1		3			1	1+3	3	2
95	4		1	1	1	D	2	1	1+3					1	1	1	3
96	2		2		1	S		1	1		3			1	1	1	1
97	4		2		1	D	3	2	5		1			1	1	2	2
98	4		2		1	D	1	1	3		1			1	1	3	1

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
99	1	open	2		1	D	2	1	2+3	open	4	open	open	1	1+3	3	3
100	2		1	1	2				5		1			1	1	3	1
101	5		1	1	2				1		3			1	1	3	2
102	3		2		1	D	2	1	2					1	1	2	3
103	5		1	1	1	S		1	5					1	1	1	2
104	4		1	1	1	S		1	2		2			1	1+3	1	1
105	5		2		2				5		1			2		3	2
106	1		1	1	1	D	1	1	3					1	1	2	3
107	3		2		2				5					2	1	3	3
108	5		1	1	1	D	3	1	1		3			1	1	1	3
109	4		1	1	1	D	2	1	2		4			1	1	1	1
110	5		1	1	1	D	2	1	5					1	1	1	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
111	3	open	1	1	1	D	2	1	5	open		open	open	1	1	3	2
112	1		1	1	1	D	1	2	1		4			1	1	3	2
113	7		1	1	1	D	2	1	5					1	1	3	1
114	5		1	1	1	D	2	1	3		3			1	1	3	1
115	3		1	1	1	S		1	1					1	1	2	1
116	4		1	1	1	S		1	5		1			1	1	2	2
117	3		1	1	1	D	2	1	1+2		4			1	1	3	2
118	6		1	1	2				1+2		4			1	1+3	1	3
119	4		1	1	1	D	2	1	1+2		3			1	1+3	1	1
120	5		1	1	1	D	2	1	3		4			1	1+3	1	1
121	5		2		1	S		1	5		3			1	1+3	1	1
122	1		2		2				5		3			1	1+3	1	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
124	5	open	2		1	S		1	5	open	3	open	open	1	1	3	2
125	6		1	1	2				5		3			1	1	1	1
126	2		1	1	1	S		1	1		1			1	1+3	1	2
127	2		1	1	2				5		1			1	1+3	1	2
128	5		1	1	1	D	2	1	1+2					1	1+3	1	1
129	1		1	1	2				5		1			1	1	1	2
130	2		1	1	1	D	2	1	5					1	1	2	2
131	2		1	1	1	D	1	1	5		1			1	1	2	2
132	1		1	1	2				5					1	1	3	1
133	2		1	3	2				5		1			1	1	3	3
134	1		2		2				1		1			2	1	3	3
135	4		1	1	2				1		1			1	1+3	1	2
136	4		1	1	1	D	2	1	5		1			1	1+3	1	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
137	1	open	2		2				5	open		open	open	1	1	3	2
138	2		1	1	2				1+3		1			1	1+3	1	1
139	1		2		1	S		1	5					2	3	1	1
140	1		1	1	1	D	2	2	1+2		1			1	1	3	1
141	1		1	1	2				5					1	1	3	1
142	4		1	1	1	D	1	1	5		3			1	1	3	1
143	4		1	1	1	D	3	1	1		3			1	1	3	1
144	1		1	1	2				5		1			1	1	1	1
145	1		1	4	1	D	2	1	5					1	1	3	1
146	6		1	1	1	S		1	1		1			1	1	1	1
147	1		2		1	S		1	5		4			1	1	1	1
148	5		1	1	2				5		1			1	1	3	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
149	3	open	1	1	1	D	2	1	1+2	open	4	open	open	1	1	3	3
150	1		2		2				1+2		4			1	1+3	1	1
151	5		2		1	D	2	1	1+2+3		2			1	1+3	1	2
152	2		2		2				1		2			1	1+2	1	1
153	4		1	1	2				1+2		1			1	1	1	2
154	4		2		1	S		1	1+2		1			1	1+3	1	1
155	2		2		1	D	2	1	1		1			1	1	3	3
156	3		2		2				1+2		1			1	1+3	2	1
157	4		1	1	2				5		1			1	1	2	1
158	5		1	2	1	D	2	1	3					1	1	2	1
159	1		1	1	2				1					1	1	1	1
160	1		1	1	2				5					1	1	1	2
161	3		1	1	1	S		1	5					1	1	3	1

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
162	1	open	2		1	D	1	1	1+3	open	1	open	open	1	1+3	1	3
163	5		1	1	1	S		2	5					1	1+2	1	3
164	2		1	1	2				5					2	1	2	2
165	4		1	1	2				5		3			1	1	2	1
166	1		1	1	2				5					1	1	2	2
167	6		1	1	2				5					1	1+3	2	2
168	4		1	1	1			2	1		1			1	1	3	1
169	2		1	1+4	1	D	1	2	1+2		1+2			1	1+3	3	1
170	1		2		1	D	2	2	5					1	1+3	3	1
171	2		1	1	1	D	2	2	3		1			1	1+3	1	1
172	2		1	1	2				1		2			1	1+3	1	1
173	6		1	1	2				2		1			1	1+3	1	1

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
175	1	open	1	1	1	D	3	2	2	open		open	open	1	1	1	3
176	2		1	1	2				5		1			1	1	3	1
177	2		1	1	1	D	2	2	3		1			1	1	2	1
178	2		1	1	1	S		1	3					2	1	3	1
179	2		1	1	2				5					2	1	3	3
180	2		2		1			2	5					2	1	3	2
181	4		1	1	1	D	2	1	2		1			1	1+2	1	2
182	1		1	1	1	D	2	1	5		4			2	1	3	3
183	1		2		1	D	2	2	5					1	1	2	1
184	1		1	2	2				1					1	1+3	2	1
185	2		1	1	2				2		1			1	+3	3	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
186	2	open	2		2				5	open	1	open	open	1	1	2	3
187	1		1	1	1	D	2	1	5		1			1	1+3	1	1
188	1		2		2				1		1			1	1+3	1	1
189	3		2		1	S		2	1		1			1	1+3	1	1
190	1		1	2+3	2				5		1			1	1+3	3	3
191	4		2		1	D	2	1	5		3			1	1	3	1
192	2		2		1	D	2	1	1		1			1	1	3	2
193	4		1	2	1	D	2	1	1		1			1	1+3	1	1
194	4		2		1	D	2	1	1+2		1			1	1	1	2
195	8		2		1	D	2	2	5		1			1	1	3	1
196	1		1	1	2				5		3			1	1	2	2
197	3		1	1	1	D	3	1	5		1			1	1+3	1	2

Compilation of Responses
Community Survey on Desegregation Service Needs

Question No. / Respondent No.	1	2	3	3a	4	5	5a	6	7	8	9	10	11	12	12a	13	14
199	2	open	1	1	2				1	open	1	open	open	1	1	3	2
200	2		1	1	2				5					1	1	3	3
201	1		1	1	2				1					1	1	3	3
202	1		1	1	1	S		1	5		1			1	1	2	1
203	1		1	1	2				3		1			1	1	2	2
204	2		1	3	1	D	3	1	5		1			1	1	2	2
205	2		1	1	2				5		1			1	1	2	1
206	4		1	1	1	D	2	1	2		1			1	1	2	3
207	6		2		1	D	2	1	2		1			1	1+3	3	2
208	3		2		1	D	3	2	1+2		1			1	1+3	1	1

APPENDIX D

INTERPRETATION OF DATA

INTERPRETATION OF DATA

In response to Question #1, "How many school-age children are there in your household?", the parents gave answers from 1 to 9. Out of 208 households there were 644 children reported. This is a total of 3 school-age children per family.

In response to Question #2, "What school(s) will your child(ren) attend in September?", parents listed schools in all of the nine Community School Districts in Boston. The largest number of schools are in districts 7-South End, 5-Dorchester, 2-Jamaica Plain, 6-North Dorchester.

In response to Question #3, "Is there someone usually home in the daytime during the school year when your children come home?", 155 parents replied yes there is someone usually home, 53 parents replied no, there is no one usually home.

In response to Question #3a, "Are you that person?", (identify whether person is mother, father, grandparent, or other) 140 mothers were identified as the person home in the daytime during the school year when their children came home. 6 fathers were identified as the person home in the daytime during the school year when their children came home. 4 grandparents were identified as the person home in the daytime during the year when their children came home.

5 others were identified as the person home in the daytime during the school year when their children come home.

In response to Question #4, "Were your children assigned to a new school last year under Phase I Desegregation Plan?", 117 parents replied yes, their children were assigned to a new school last year. 91 parents replied no, their children were not assigned to a new school last year.

In response to Question #4a, "What school were your children assigned to last year under Phase I Desegregation Plan?", parents listed a variety of schools, the majority of which were in neighborhoods of South Boston and Hyde Park.

In response to Question #5, "Was this experience generally similar to previous years, or different?", 81 parents replied that the experience of their children involved in Phase I Desegregation Plan was different from previous years, and 36 parents replied that the experience was similar. Total responses to Question #5 equal 117. The total number of parents who replied yes to Question #4, that their children were assigned to a new school last year under the Phase I Desegregation Plan.

In response to Question #5a, "If different, How? - OK? - Worse? - Better?" 12 of the parents who replied that their children's previous experience under the Phase I Desegregation Plan was different, stated that it was OK. 60 of the parents replied that their children's previous experience under the Phase I Desegregation Plan was different, stated that it was worse. 9 of the parents who replied that their children's previous experience under the Phase I Desegregation Plan was different, stated that it was better. These responses total 81 which is the number of parents who replied in Question #5 that their experience was different.

In response to Question #6, "Were they bussed to the new school?", 83 parents replied yes, their children were bussed to the school they attended under the Phase I Desegregation Plan. 34 parents replied no, their children were not bussed to the schools they attended under the Phase I Desegregation Plan.

In response to Question #7, "Last year, did your child(ren) need help with: School work? - Relations with Teachers/Principals? - Relations with Students? - After School Programs?", 79 parents replied their children did need help last year with school work. 45 parents replied that their children did need help last year with relations with teachers/principals. 17 parents replied that their children did need help last year with relations with other students.

5 parents replied that their children did need help with after school programs. 93 parents replied that their children did not need help at all last year.

While Question #8, "Did you get any help with these needs?", was an open question, we were able to categorize the responses as follows: 17 parents replied that they did receive much help with needs expressed in Question #7. 28 parents replied that they received some help with needs expressed in Question #7. 47 parents replied that they received no help with needs expressed in Question #7. 23 parents replied that they did not know whether or not their children received help with needs expressed in Question #7. 93 parents did not respond to this question since they had not listed any needs under Question #7.

In response to Question #9, "Whom do you usually contact for information or help regarding school matters?", 64 parents replied that they usually contact the school principal. 61 parents replied that they usually contact the School Dept. 15 parents replied that they usually contact community agencies. 14 parents replied that they usually contact someone other than the School Dept. or community agency. 54 parents replied that they contact no one. Anyone who said he contacted someone at school the child attended (a teacher, a counselor, etc.) was included under the category of Principal.

Question #10, "Can you think of any help we can offer you in September? Do you have any concerns you want to raise?", was an open question. However, we were able to categorize the responses as follows: 59 parents replied that they are concerned about tutorial help for school in September under the Phase II Desegregation Plan. 50 parents replied that they were not sure of their needs or concerns for school in September under the Phase II Desegregation Plan. 40 parents replied that they are concerned about parent and child counseling for school in September under the Phase II Desegregation Plan. 18 parents replied that they are concerned about the distance their children must travel to reach school in September under the Phase II Desegregation Plan. 10 parents replied that they are concerned about the physical safety of their children in September under the Phase II Desegregation Plan. 31 parents replied that they did not have any concerns about September and the Phase II Desegregation Plan.

Question #11, "As you know, Phase II of court-ordered Desegregation will go into effect September. How do you think Phase II will affect your child(ren)?", was an open question. However, we were able to categorize the responses as follows: 67 parents replied that they felt that the court-ordered Phase II Desegregation Plan would affect their children positively. 85 parents replied that they felt the court-ordered Phase II Desegregation Plan would

affect their children negatively. 56 parents replied that they were not sure of how the court-ordered Phase II Desegregation Plan would affect their children.

In response to Question #12, "Would you like more information about Phase II?", 191 parents replied yes, they would like more information about Phase II. 17 parents replied no, they would not like more information about Phase II.

In response to Question #12a, 105 parents replied that they would like information about Phase II mailed to them. 0 parents replied that they would like information about Phase II by telephone. 2 parents replied that they would like to obtain information about Phase II from attending meetings. 84 parents replied that they would like to obtain information about Phase II from both through the mail and attending meetings.

In response to Question #13, "Would you have any time to give to volunteer help with community efforts to see that parents are informed and that things go well with the schools in September?", 79 parents replied yes, they would have time to give to volunteer help with community efforts, and 39 parents replied no, that they would not have time to give to volunteer help with community efforts to see that things go well with the schools in September. 90 parents

replied that they did not know if they would have time to give to volunteer help with community efforts to see that parents are informed and that things go well with the schools in September.

In response to Question #14, "Do you feel that Desegregation of Boston Public Schools through busing is worth it?", 63 parents replied yes, they felt that Desegregation of Boston Public Schools through busing is worth it. 43 parents replied no, they do not feel that desegregation of Boston Public Schools through busing is worth it. 25 parents were not sure of whether or not they felt that desegregation of Boston Public Schools through busing is worth it. Total number of responses to this question was only 131 because this question was added after 77 surveys had been completed.

CORRELATION 1

We correlated the question where parents indicated school-related needs with the one in which parents indicated whether or not their children were involved in Phase 1, to determine if there was an increase in needs as a result of desegregation and whether there was any difference in the types of needs identified by the two groups.

We found that a minority of those not involved in Phase I listed needs (45%) while a majority of those involved in Phase I (63%) listed needs.

In looking at types of needs, we found that of the 74 parents with children involved in Phase I, 40 listed a need for assistance with school work, 36 listed a need for assistance in relations with teachers or other school personnel, 15 listed a need for assistance in relations with other students and 2 saw a need for after-school programs.

Of the 41 parents whose children were not involved in Phase I, nearly all (30) listed need for assistance with school work, 9 listed a need for assistance in relations with teachers/principals, 2 listed a need for assistance in relations with students and 3 indicated a need for after-school programs.

CORRELATION 2

After determining the total number of parents who said desegregation was worth it in Question #14, we looked at the three subgroups of respondents and their responses to Question 14. The three groups were (1) those respondents with children involved in Phase I (Question #4), (2) those respondents with children involved in Phase I who said their child(ren)'s experience under Phase I was worse than his school experience before Phase I (Question #5a), and (3) those respondents who said that they anticipated that their children would have a negative experience under Phase II next year (Question #11).

We found that out of the first group,40, a majority, out of 74 said that desegregation was worth it.

Out of the second group (a total of 39 parents), 20, a majority, said it was worth it, 11 said it wasn't and 8 weren't sure.

Out of the third group, a total of 54, 25 said it was worth it, 21 said it wasn't sure and 8 said they weren't sure.

APPENDIX E

FACT SHEET ON
THE FREEDOM HOUSE INSTITUTE
ON SCHOOLS AND EDUCATION

FACT SHEET

FREEDOM HOUSE INSTITUTE ON SCHOOLS AND EDUCATION

Established in February, 1974 by Freedom House, Inc., the Institute on Schools and Education functions as the educational component of the organization. It is a community-based, black community-directed program designed to develop and disseminate information about the operation of the Boston Public Schools and related educational resources. Institute programs presently include:

1. THE COMMUNITY INFORMATION CENTER - The Community Information Center is a service set up jointly by Freedom House, Lena Park Community Development Corporation, Roxbury Multi-Service Center, and many other cooperating organizations, agencies, and clergy to assist parents and students involved in Phase II desegregation. Components of the service include telephone information and referral, parent informational meetings, rumor control and debriefing sessions for field personnel. Closely related to the Center are mechanisms for socio-legal services, crisis intervention teams and community monitors. The Crisis Intervention operation is under the direction of Mrs. Ruth Batson of the Solomon Carter Fuller Mental Health Center of Boston University. Mrs. Laura Morris of the Family Service Association of Boston, Ms. Elizabeth Johnson of the Educational Collaborative, and Attorney Rudolph Pierce are the key figures of the Socio-legal team.

2. SATURDAY MORNING CONFERENCES - Issues relating to education and desegregation are being explored monthly at Saturday morning lecture/discussion programs at Freedom House. The sessions feature speakers from a variety of fields, including education, law, politics, psychology, social services and the arts. The first two scheduled speakers for the series are Superintendent of Schools, Marion Fahey, and Dr. Alvin Poussaint, Associate Professor of Psychiatry, Harvard Medical School. Conferences are open to all interested citizens.

3. INFORMATIONAL WORKSHOPS FOR PARENTS - Beginning in November, a series of 10 informational workshops will be held for parents interested in knowing more about the Boston School System and Phase II desegregation programs. The series will be repeated twice within the '75-'76 school year. Topics of the workshops include: the history of desegregation in Boston, school finance, reading programs, testing and counseling, special education, new curricula and teaching methods, vocational education, suspensions and student rights, new university programs, and mechanisms for parent involvement in the schools.

4. COORDINATED SOCIAL SERVICES COUNCIL - The CSSC is a group of over 40 community agencies and organizations that meets weekly to share information about the schools and to plan for desegregation-related social services. Recently they published a Directory of Services for students and parents involved in school desegregation in Boston. The CSSC has been operating since October, 1974.

5. FREEDOM HOUSE COALITION - The Freedom House Coalition, composed of a small group of community agency directors, has been working together and in cooperation with public officials, and members of the business, university, and religious communities in an effort to ensure a positive and peaceful implementation of Phase II desegregation.

6. EDUCATIONAL COUNSELING SERVICE - Staff of the Educational Counseling Service counsel high school juniors and seniors who are interested in post-secondary education and assist them in applying for admission and financial aid to local educational institutions. In addition, the Educational Counseling Service will hold a three-day Minority Career Conference to explain current educational opportunities to students and how they can take advantage of them. For further information and assistance, call 442-5183.

7. INSTITUTE RADIO SHOW - Every Sunday night from 11:00 to 11:30 P.M. on WRKO AM-FM, Dennis Roach of the Institute hosts From the Black Perspective, a show dealing with issues of interest to the Black Community, with a particular emphasis on education. Public service announcements are aired on the show and community participation is welcomed.

8. FREEDOM HOUSE PUBLICATIONS - Recent publications include:

   --Boston Desegregation: The First Term - an assessment of the first months of Phase I desegregation from the perspective of the black community.

   --Boston School Committee "Student Desegregation Plan"--A Response - a critique of the Committee's desegregation plan and a list of recommendations directed to the federal court for the final Phase II plan.

   --What's Going On? - a guide book on students' rights for parents and students involved in desegregation.

   The above publications are available upon request.

9. NEWSLETTER - The Institute will be disseminating a monthly newsletter to parents, students, and interested citizens highlighting current activities and problems in the schools and important information related to the schools and desegregation.